

FASHION MERCHANDISING

Curriculum Content Frameworks

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FASHION MERCHANDISING

Grade Levels: 10, 11, 12

Course Code: 492190

Prerequisite: Tech Prep Foundation Core

Course Description: Fashion Merchandising is a one-semester course designed to offer an overview of the fashion industry. It provides the foundation in preparing students for a wide range of careers available in the different levels of the fashion industry. Emphasis is given to historical development, textiles, manufacturers, merchandising, domestic and foreign markets, accessories, and retailing.

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Unit 1: Nature of the Fashion Industry

Hours: 10

Terminology: Bridge lines, Buying plan, Classic, Color, Designing, Fad, Fashion, Fashion cycle, Fashion marketing, Fashion merchandising, Ford, High fashion, Knockoff, Market, Retailers, Silhouette, Style, Target marketing, Texture

CAREER and TECHNICAL SKILLS What the Student Should be Able to Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
1.1 Define terminology	1.1.1 List and display the components of fashion	Foundation Thinking	Listening	Listens for content [1.2.3]
			Writing	Applies/Uses technical words and concepts [1.6.4]
			Reasoning	Sees relationship between two or more ideas, objects, or situations [4.5.5]
1.2 Explain the relationship between merchandising and fashion marketing	1.2.1 Describe via an oral presentation two of the major functions of business in the fashion field	Foundation Thinking	Listening	Evaluates oral information/presentation [1.2.2]
			Reasoning	Comprehends ideas and concepts related to business practices related to fashion [4.5.2]
1.3 Cite the basic elements of design	1.3.1 Choose and display an example of each element of design	Foundation	Reading	Applies information and concepts derived from printed materials [1.3.3]
			Writing	Organizes information into an appropriate format [1.6.10]
1.4 Explain the fashion life cycle, and relate the importance of fashion seasons in forecasting	1.4.1 Prepare a fashion industry report and forecast for the upcoming season	Foundation	Reading	Applies information and concepts derived from printed materials [1.3.3]
			Writing	Analyzes data, summarizes results, and makes conclusions [1.6.2]

CAREER and TECHNICAL SKILLS What the Student Should be Able to Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce						
Knowledge		Application		Skill Group	Skill	Description		
1.5 Define the terms <i>market segment</i> , <i>silhouette</i> , <i>details</i> , <i>texture</i> , and <i>color</i> as they relate to fashion	1.5.1 Using current catalogs or other publications, create a scrapbook of examples of each element of fashion and present to class for discussions on the fashion industry	Foundation	Listening	Reading	Evaluates oral information/presentation [1.2.2]			
	1.5.2 In an oral presentation, evaluate the systems of market segmentation based on demographics/psychographics				Interpersonal	Cultural Diversity	Analyzes and applies what has been read to a specific task [1.3.2]	
							Speaking	Organizes ideas and communicates oral messages to listeners [1.5.7]
							Writing	Applies/Uses technical words and concepts [1.6.4]
1.6 Identify the principles of fashion	1.6.1 Describe the effect consumers have on establishing the principles of fashion by giving an oral presentation	Foundation	Listening	Evaluates oral information/presentation [1.2.2]				
		Thinking	Reasoning	Uses logic to draw conclusions from available information [4.5.6]				
1.7 Explain the steps in the buying process	1.7.1 Write a prargraph explaining the steps of the buying process as it affected a significant personal apparel purchase	Foundation	Writing	Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]				
		Thinking	Reasoning	Sees relationship between two or more ideas, objects, or situations [4.5.5]				

Unit 2: Creating a Marketing Fashion

Hours: 3

Terminology: Apparel jobbers, Balance of trade, Business plan, Capital, Channel of distribution, Customer service, Manufacturers, Production, Wholesalers

CAREER and TECHNICAL SKILLS What the Student Should be Able to Do			ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge		Application	Skill Group	Skill	Description
2.1	Describe three major forms of business ownership	2.1.1 Chart the advantages/disadvantages of the three business types as forms of fashion business ownership	Foundation	Reading Writing	Analyzes and applies what has been read to a specific task [1.3.2] Organizes information in an appropriate format [1.6.10]
2.2	Explain the role of the designer in creating apparel	2.2.1 List examples of current top fashion designers, and include examples of their complete lines	Foundation	Listening Speaking	Comprehends ideas and concepts related to designer fashions [1.2.1] Communicates a thought, idea, or fact in spoken form [1.5.5]
2.3	Describe the movement of fashion from the manufacturer to the consumer	2.3.1 Use a timeline to trace the movement of fashion apparel from the fiber and fabric manufacturer to the consumer	Foundation	Writing	Applies/Uses technical words and concepts [1.6.4] Presents answers/conclusions in a clear and understandable form [1.6.13]
2.4	Explain the function of competition in creating and marketing fashion	2.4.1 Research the major federal laws giving businesses the right to compete in our society	Foundation	Reading	Uses written resources (books, dictionaries, directories) to obtain factual information [1.3.23]

Unit 3: Producing Fashion

Hours: 8

Terminology: Blend, Cellulosic fibers, Chemical finishes, Cotton, Dyeing, Fur, Leather, Linen, Natural fibers, Silk, Wool, Yarns

CAREER and TECHNICAL SKILLS What the Student Should be Able to Do			ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application		Skill Group	Skill	Description
3.1 List the major natural and manufactured fibers used for apparel	3.1.1 Collect, for display, samples of natural and manufactured fiber types used in fashion apparel		Foundation	Reading	Determines what information is needed [1.3.10] Identifies relevant details, facts, and specifications [1.3.16]
3.2 Identify the major types of fabric finishes	3.2.1 Collect, for display, different examples of fabrics with specific finishes		Foundation	Reading Speaking	Identifies relevant details, facts, and specifications [1.3.16] Communicates a thought, idea, or fact in spoken form [1.5.5]
3.3 Identify the major steps of textile fabric production and future trends	3.3.1 Analyze a personal fabric product, and write identified steps taken to manufacture the fabric(s) used in it		Foundation	Reading Speaking Writing	Identifies relevant details, facts, and specifications [1.3.16] Communicates a thought, idea, or fact in spoken form [1.5.5] Organizes information into an appropriate format [1.6.10]
3.4 List the major textile laws, and cite their purpose	3.4.1 Prepare a written report listing major textile laws and their purposes		Foundation	Listening Writing	Comprehends ideas and concepts related to textile regulations [1.2.1] Organizes information in an appropriate format [1.6.10]
3.5 Summarize interest developments in the fur and leather industry	3.5.1 Analyze and debate the issue of animal fur in the fashion industry		Foundation Personal Management	Listening Writing Responsibility	Evaluates oral information/presentation [1.2.2] Analyzes environmental issues (ecology, pollution, waste management) [1.4.2] Respects others' personal values, cultures, and traditions [2.2.4]

CAREER and TECHNICAL SKILLS			ACADEMIC and WORKPLACE SKILLS		
What the Student Should be Able to Do			What the Instruction Should Reinforce		
Knowledge	Application		Skill Group	Skill	Description
3.6 Identify major fashion trends in women's apparel throughout history, and explain trends from each decade	3.6.1 Prepare a fashion scrapbook of women's fashions, using catalogs, magazines, photos, etc.		Foundation	Listening	Evaluates oral information/presentation [1.2.2]
				Writing	Organizes information in an appropriate format [1.6.10]
			Personal Management	Responsibility	Exhibits enthusiasm in approaching and completing tasks [3.4.3]
			Foundation	Listening	Evaluates oral information/presentation [1.2.2]
3.7 Describe promotion activities that manufacturers and retailers use to reach apparel customers	3.7.1 Chart recent advertising and sales promotion campaigns of major retailers of women's, men's, or children's apparel			Writing	Composes and creates documents – letters, manuals, reports, proposals, graphs, flow charts, etc. [1.6.8]
3.8 Describe successful practices in the women's apparel field that are likely to continue	3.8.1 Write/Present to the class a report on the economic importance of the women's wear industry		Foundation	Reading	Determines what information is needed [1.3.10]
				Speaking	Adapts presentation to audience [1.5.1]

Unit 4: Producing Fashion Accessories

Hours: 3

Terminology: Accessories, Apparel marts, Consignment, Leased department

CAREER and TECHNICAL SKILLS What the Student Should be Able to Do			ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application		Skill Group	Skill	Description
4.1 State the major categories of accessories, and name the largest	4.1.1	Using a "basic" outfit, dress a mannequin for specific occasions, including accessories from head to foot	Foundation Interpersonal	Speaking Teamwork	Adapts presentation to audience [1.5.1] Works effectively with others to reach a common goal [2.6.6]
4.2 Identify footwear styles and their relationship to ready-to-wear fashions	4.2.1	Assess footwear developments of the past, and explain how they have affected trends	Foundation	Listening	Evaluates oral information/presentation [1.2.2]
4.3 List the advantages/disadvantages of "leased" sections (jewelry, shoes) in major department stores	4.3.1	Write a report of an interview with a general manager from a major department store to discuss buying and merchandising accessories, importance of total lines of designer items, "leased" sections of the store, and career opportunities in fashion	Foundation Personal Management	Listening Speaking Career Awareness, Development, and Mobility	Determines what information is needed [1.3.10] Organizes ideas, and communicates oral messages to listeners [1.5.7] Explores career opportunities [3.1.6]

Unit 5: Producing Men's Wear/Women's Wear/Children's Wear/Intimate Apparel/Cosmetics

Hours: 5

Terminology: Children's apparel, Cosmetics, Demographics, Dual sizing, Girls' sizes, Infants' apparel, Preteen sizes, Women's apparel

CAREER and TECHNICAL SKILLS What the Student Should be Able to Do			ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge		Application	Skill Group	Skill	Description
5.1	Name the traditional basic categories in women's, children's, and men's apparel	5.1.1 Chart classifications in women's, men's, and children's apparel	Foundation	Listening Speaking Writing	Listens for content [1.2.3] Asks questions to obtain information [1.5.4] Organizes information in an appropriate format [1.6.10]
5.2	Identify characteristics of the men's wear, women's wear, and children's wear industry and the basic clothing categories	5.2.1 Discuss in a presentation the history of men's wear, women's wear, and children's wear; discuss with the class the factors affecting style, consumption, and economic importance	Foundation	Listening Reading Speaking	Evaluates information/presentation [1.2.2] Comprehends written information for main ideas [1.3.7] Participates in conversation, discussion, and group presentations [1.5.8]
5.3	Name two major merchandising/marketing activities, and describe trends in men's wear retailing	5.3.1 Correspond with a trade association, requesting information about marketing strategies and future trend predictions	Foundation	Writing	Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]
5.4	Explain the role demographics/psychological aspects play in the children's clothing industry	5.4.1 Compile a list of major clothing manufacturers of children's clothing, and note psychological effects of designer labels on the industry	Foundation Personal Management	Reading Self-Esteem	Uses written resources (books, dictionaries, directories) to obtain factual information [1.3.23] Comprehends the importance of a positive self-concept [3.5.1]
5.5	Describe the major highlights in the evolution of intimate apparel	5.5.1 Visit the intimate apparel section of a department and a discount store; in a written report, compare how they are alike/different in styles, prices, décor, and target market	Foundation	Listening Speaking Writing	Comprehends ideas and concepts related to marketing strategies [1.2.1] Asks questions to obtain information [1.5.4] Analyzes data, summarizes results, and makes conclusions [1.6.2]
5.6	Identify some of the fads and fashions in cosmetic history	5.6.1 Analyze and discuss advertisements to identify the purpose of advertisements for cosmetics	Foundation Thinking	Reading Reasoning	Distinguishes between fact and opinion [1.3.11] Uses logic to draw conclusions from available information [4.5.6]

Unit 6: Fashion Markets Worldwide – Domestic and International

Hours: 8

Terminology: Chambre Syndicale, Market weeks

CAREER and TECHNICAL SKILLS		ACADEMIC and WORKPLACE SKILLS				
What the Student Should be Able to Do		What the Instruction Should Reinforce				
Knowledge		Application		Skill Group	Skill	Description
6.1	Explain how apparel is marketed domestically	6.1.1	List and describe major market centers	Foundation	Listening	Evaluates oral information/presentation [1.2.2]
					Speaking	Participates in conversation, discussion, and group presentations [1.5.8]
6.2	State the purpose of marketing weeks	6.2.1	In a written report, evaluate the advantages for retailers and manufacturers (vendors) to participate in market weeks	Foundation	Writing	Analyzes data, summarizes results, and makes conclusions [1.6.2]
				Thinking	Creative Thinking	Forms opinions [4.1.6]
		6.2.2	Create a presentation that compares trade shows, fashion shows, and market weeks at major market centers		Knowing how to Learn	Processes new information as related to workplace [4.3.5]
6.3	Explain the increasing dependence on computers in the fashion industry	6.3.1	Visit a major department store, and make a report to the class on the importance of computers in fashion operations	Foundation	Speaking	Asks questions to obtain information [1.6.2]
				Thinking	Creative Thinking	Prepares presentation based on subject research, interviews, surveys [4.1.10]
6.4	Name the direction in which the fashion industry is moving	6.4.1	Cite local examples of growth in the fashion industry and the increased awareness of and response to customer needs	Foundation	Listening	Evaluates oral information/presentation [1.2.2]
					Writing	Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]
				Interpersonal	Customer Service	Recognizes effects of positive/negative attitude on customers [2.3.7]
6.5	Define exports, imports, and globalization	6.5.1	Prepare a class presentation comparing the import and export fashion business of the United States with that of another country	Foundation	Listening	Listens for content [1.2.3]
					Reading	Applies/Understands technical words that pertain to subject [1.3.6]
					Writing	Applies/Uses technical words and concepts [1.6.4]
					Speaking	Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]

CAREER and TECHNICAL SKILLS				ACADEMIC and WORKPLACE SKILLS		
What the Student Should be Able to Do				What the Instruction Should Reinforce		
Knowledge		Application		Skill Group	Skill	Description
6.6	Name the major foreign fashion centers in Europe, Asia, and the Westen Hemisphere	6.6.1	Research and report on a major foreign center, the type of fashion goods for which it is famous, factors that contribute to its success, and the major manufacturers and designers associated with the center	Foundation	Reading	Analyzes and applies what has been read to a specific task [1.2.2]
					Speaking	Adapts presentation to audience [1.5.1]
					Writing	Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]
6.7	List the laws that influence international apparel trade	6.7.1	In a discussion with the group, describe how each law would affect an apparel company in the international fashion industry	Foundation	Speaking	Participates in conversation, discussion, and group presentation [1.5.8]
6.8	Explain the purpose, composition, and major activities of haute couture and its relationship to the Chambre Syndicale	6.8.1	In a written report, describe the type of designers who belong to the Chambre Syndicale	Foundation	Reading	Identifies relevant details, facts, and specifications [1.3.16]
6.9	Identify the career areas in fashion merchandising	6.9.1	List the qualifications needed for various careers in fashion merchandising in a global market, and make a presentation to the class	Foundation	Listening	Evaluates oral information/presentation [1.2.2]
				Personal Management	Career Awareness, Development, and Mobility	Develops skills to locate, evaluate, and interpret career information [3.1.4]
6.10	Explain the role of a buying office	6.10.1	Research and report on the services provided by a buying office	Foundation	Reading	Uses written resources (books, dictionaries, directories) to obtain factual information [1.3.23]

Unit 7: Fashion Retailing and Promotion

Hours: 5

Terminology: Advertising, Cooperative advertising, Department stores, Discount stores, Dollar/closeout chains, Factory outlets, Promotion, Visual merchandising

CAREER and TECHNICAL SKILLS What the Student Should be Able to Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce			
Knowledge	Application	Skill Group	Skill	Description	
7.1 Explain the evolution of American retailing in the last 100 years and the factors influencing that evolution	7.1.1 Research within a group each decade of fashion; make a group presentation to the class	Foundation	Listening Reading	Evaluates oral information/presentation [1.2.2] Uses written resources (books, dictionaries, directories) to obtain factual information [1.3.23]	
7.2 List the basic elements that make up a retailer's merchandising policy	7.2.1 Cite in a written report examples of differences in merchandising policies among different types of stores	Foundation	Reading	Draws conclusions from what is read [1.3.12]	
7.3 Describe the differences among the following stores: department stores, specialty stores, chain stores, discount stores, off-price retailers, wholesalers, hypermarkets, and outlet stores	7.3.1 Compare in a written report each type of store, and tell how they are alike and/or different	Foundation Thinking	Reading Knowing how to Learn	Analyzes and applies what has been read to a specific task [1.3.2] Processes new information as related to workplace [4.3.5]	
7.4 Define the term <i>sales promotion activities</i>	7.4.1 Research and report on why sales promotion receives a greater share of promotional dollars than advertising	Foundation	Reading Writing	Uses written resources (books, dictionaries, directories) to obtain factual information [1.3.23] Applies/Uses technical words and concepts [1.6.4]	
7.5 State why visual merchandising is essential to the retailer	7.5.1 Draw a floor plan of a store, showing areas of selling, sales support, and fixtures	Thinking	Creative Thinking	Uses imagination to create something new [4.1.1] Develops visual aids to create audience interest [4.1.4]	

Unit 8: Auxiliary Fashion Services

Hours: 5

Terminology: Bar codes, Trade

CAREER and TECHNICAL SKILLS What the Student Should be Able to Do			ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application		Skill Group	Skill	Description
8.1 Describe the types of fashion research	8.1.1	Write a report that lists the various kinds of firms that offer fashion research services, giving an example of the research conducted by each	Foundation	Reading Writing	Applies/Understands technical words that pertain to subject [1.3.6] Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]
8.2 Explain the ways technology helps in maintaining inventory	8.2.1	Analyze and show examples of bar codes, optical examples, radio frequency, magnetic strips, and smart cards	Foundation	Reading	Uses written resources (books, dictionaries, directories) to obtain factual information [1.3.23]
8.3 Name the different types of publications that report on fashion	8.3.1	Collect examples of trade publications, determine their primary target readers, and make a presentation to the class	Foundation Thinking	Reading Knowing how to Learn	Applies/Understands technical words that pertain to subject [1.3.6] Locates appropriate learning resources to acquire or improve knowledge and skills [4.3.3]
8.4 Explain the role of trade associations	8.4.1	Prepare a report listing the common services offered by trade associations by doing Internet research	Foundation	Listening Writing	Comprehends ideas and concepts related to trade associations [1.2.1] Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]

Unit 9: Finding Your Fashion Career

Hours: 5

Terminology: None

CAREER and TECHNICAL SKILLS What the Student Should be Able to Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
9.1 Identify entry-level jobs in fashion retailing that can lead to higher levels of responsibility	9.1.1 Prepare a flow chart of a job and the steps that could lead from beginning entry-level to more advanced responsibilities	Foundation	Writing	Composes and creates documents -- letters, manuals, reports, proposals, graphs, flow charts, etc. [1.6.8]
		Personal Management	Career Awareness, Development, and Mobility	Develops skills to locate, evaluate, and interpret career information [3.1.4]
9.2 Name fashion retailing sales career opportunities	9.2.1 Research career opportunities in fashion retailing sales and prepare a report	Foundation	Writing	Composes and creates documents -- letters, manuals, reports, proposals, graphs, flow charts, etc. [1.6.8]
		Personal Management	Career Awareness, Development, and Mobility	Develops skills to locate, evaluate, and interpret career information [3.1.4] Explores career opportunities [3.1.6]
9.3 Label career opportunities in wholesaling and in manufacturing of apparel, fabrics, or fibers	9.3.1 Prepare a chart of career opportunities in wholesaling and in manufacturing of apparel	Foundation	Writing	Composes and creates documents -- letters, manuals, reports, proposals, graphs, flow charts, etc. [1.6.8]
		Personal Management	Career Awareness, Development, and Mobility	Develops skills to locate, evaluate, and interpret career information [3.1.4] Explores career opportunities [3.1.6]
9.4 Explain personal characteristics needed by entrepreneurs and those of successful independently owned fashion businesses		Personal Management	Integrity/Honesty/Work Ethic	Describes desirable worker characteristics [3.2.3]
			Responsibility	Comprehends ideas and concepts related to entrepreneurship [3.4.2]
			Self-Esteem	Comprehends the importance of a positive self-concept [3.5.1]

Unit 10: Building a Fashion Career

Hours: 8

Terminology: Career, Career path

CAREER and TECHNICAL SKILLS What the Student Should be Able to Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
10.1 Define career planning and its importance		Foundation	Listening Speaking Writing	Evaluates oral information/presentation [1.2.2] Participates in conversation, discussion, and group presentation [1.5.8] Applies/Uses technical words and concepts [1.6.4]
10.2 List skills and talents needed for a career/job in the fashion industry	10.2.1 Make a poster assessing your skills, abilities, motivations, interests, values, temperaments, experience, accomplishments, and work style	Foundation Personal Management	Reading Integrity/Honesty/Work Ethic Organizational Effectiveness	Uses standard occupational resource materials [1.3.22] Describes desirable worker characteristics [3.2.3] Identifies characteristics desired by organization [3.3.6]
10.3 Explain the role of education in determining career goals in fashion		Personal Management	Integrity/Honesty/Work Ethic Self-Esteem	Describes/Explains significance of integrity, honesty, work ethics [3.2.3] Comprehends the importance of a positive self-image [3.5.1]
10.4 Identify the elements of a résumé, letter of application, and follow-up letter	10.4.1 Using a computer, draft a résumé and letter of application based on actual qualifications and one on your projected qualifications	Foundation	Writing	Uses language, style, organization and format appropriate to subject matter, purpose, and audience [1.6.6] Produces neat, legible document from typewriter or computer [1.6.15]
10.5 Discuss the preparation needed for an interview and the appropriate apparel	10.5.1 Participate in a mock interview	Foundation Personal Management	Speaking Career Awareness, Development, and Mobility	Speaks effectively using appropriate eye contact, gestures, and posture [1.5.11] Analyzes own knowledge, skills, and ability [3.1.2]

CAREER and TECHNICAL SKILLS What the Student Should be Able to Do			ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge		Application	Skill Group	Skill	Description
10.6	Identify the steps involved in starting a fashion business	10.6.1 Chart the organization of a fashion store from the market survey through the opening day	Foundation	Writing	Composes and creates documents -- letters, manuals, reports, proposals, graphs, flow charts, etc. [1.6.8]
10.7	Identify the steps involved in writing a business plan	10.7.1 Write a business plan for a small boutique or specialty shop	Foundation	Writing	Composes and creates documents -- letters, manuals, reports, proposals, graphs, flow charts, etc. [1.6.8]
10.8	Explain procedures for producing a fashion show	10.8.1 As a group project, produce a fashion show, using proper procedures	Foundation Interpersonal	Speaking Teamwork	Adapts presentation to audience [1.5.1] Contributes to group with ideas, suggestions, and effort [2.6.2]

Glossary

Unit 1: Nature of the Fashion Industry

1. Bridge lines – secondary or "diffusion" lines of well-known designers priced between the designer and better categories
2. Buying plan – a plan that describes the types and quantities of merchandise to purchase for a department store, for a specific time period, and for a set amount of money
3. Classic – a style or design that continues to be popular over an extended period of time even though fashions change
4. Color – element of design; hue
5. Designing – the process of creating new versions for garments, accessories, or other items
6. Fad – a temporary, passing fashion that has great appeal to many people for a short time
7. Fashion – the display of the currently popular style of objects or activities
8. Fashion cycle – the ongoing rise, peak, and fall in popularity of specific styles or shapes
9. Fashion marketing – the making and selling of apparel and accessories that are desirable to customers
10. Fashion merchandising – the planning, buying, and selling of apparel and accessories
11. Ford – a style or design that is produced at the same time by many different manufacturers at many different prices
12. High fashion – items of the very latest or newest garments and accessories; high style
13. Knockoff – copy of another, usually higher-priced, garment, accessory, or other item
14. Market – group of potential customers; a geographic area where buyers and sellers meet to exchange money for products and services, usually with many sellers in close proximity to each other
15. Retailers – companies that sell merchandise in small quantities to end-use customers
16. Silhouette – the overall form or outline shape of an outfit or clothing style
17. Style – a design, shape, or type of apparel item distinguished by the particular characteristics that make it unique; also, possessing a characteristic or distinctively "smart" way of doing things
18. Target marketing – the specialized niche of the market to whom the company wishes to make its greatest appeal
19. Texture – element of design concerned with the tactile quality of goods, or how the surface feels and looks

Unit 2: Creating a Marketing Fashion

1. Apparel jobbers – outside shops that never produce any of their own goods
2. Balance of trade – the relationship between the values of a country's imports and exports, described as being a deficit or a surplus
3. Business plan – a written definition of the idea, operations, and financial forecast of an entrepreneur's proposed company
4. Capital – money and equipment that supports a business
5. Channel of distribution – the route that products take from the original source through all middle people to the ultimate user
6. Customer service – the total of all enhancements offered to customers not directly related to the sale of specific products
7. Manufacturers – companies that make goods
8. Production – the transformation of resources into a form that people need or want
9. Wholesalers – middle people, also called resellers or distributors, who purchase large quantities of goods from manufacturers and sell small quantities to retailers

Unit 3: Producing Fashion

1. Blend – yarn made by spinning together two or more different fibers, usually in staple form
2. Cellulosic fibers – fibers composed of or derived from cellulose from plants, such as cotton, linen, rayon, acetate, and triacetate
3. Chemical finishes – finishes that become part of the fabrics through chemical reactions with the fibers
4. Cotton – a natural cellulosic fiber obtained from the boll of the cotton plant
5. Dyeing – method of giving color to a fiber, yarn, fabric, or garment with either natural or synthetic dyes
6. Fur – soft, hairy coat of an animal
7. Leather – a tough, flexible material made from animal hides
8. Linen – natural cellulosic fiber obtained from the stalk of the flax plant
9. Natural fibers – textile strands from plants and animals
10. Silk – a natural protein fiber obtained from cocoons spun by silkworms
11. Wool – a natural protein fiber obtained from the fleece of sheep
12. Yarns – continuous strands of textile fibers spun into a form suitable for processing into fabrics

Unit 4: Producing Fashion Accessories

1. Accessories – the articles added to complete or enhance outfits
2. Apparel marts – buildings or complexes that house permanent showrooms of apparel manufacturers
3. Consignment – placing merchandise for sale in a store and being paid a percentage of the retail price if and when the merchandise is sold; the supplier retains ownership of the goods rather than the retailer taking title
4. Leased department – area within a retail store that is stocked and operated by someone else

Unit 5: Producing Men's Wear/Women's Wear/Children's Wear/Intimate Apparel/Cosmetics

1. Children's apparel – clothing for girls ages 3 through 13 and boys ages 3 through 16
2. Cosmetics – products to be applied to the face, skin, or hair to improve appearance
3. Demographics – vital statistics of human populations, broken down by such factors as age, gender, race, education, religion, income, occupation, and geographic locations
4. Dual sizing – a combination of two size dimensions, such as neck plus sleeve length combinations (men's shirts), waist plus inseam combinations (men's slacks), or chest measurement plus short or long (men's sport coats)
5. Girls' sizes – apparel sizes from 7 to 16 for girls of those corresponding ages
6. Infants' apparel – clothing for babies and toddlers younger than 3 years old
7. Preteen sizes – girls' sizes that offer more sophisticated styling
8. Women's apparel – apparel size category for females with larger proportions

Unit 6: Fashion Markets Worldwide -- Domestic and International

1. Chambre Syndicale – a trade association for top designers of Paris couture
2. Market weeks – scheduled periods of time during which producers officially introduce their new lines of merchandise and retail buyers shop the various lines

Unit 7: Fashion Retailing and Promotion

1. Advertising – any paid form of nonpersonal sales message made by an identified sponsor through a mass communication medium
2. Cooperative advertising – advertising done jointly and with costs shared by more than one organization, such as manufacturer and retailer
3. Department stores – large-scale general merchandisers with a fashion orientation that offer many varieties of merchandise grouped into separate departments
4. Discount stores – retail establishments that sell merchandise at lower than recognized market level prices
5. Dollar/closeout chains – discount stores that sell limited items at low prices
6. Factory outlets – manufacturer-owned and -operated discount stores that sell only the merchandise the manufacturer makes at reduced prices
7. Promotion – selling to a large audience to increase buying response
8. Visual merchandising – the physical presentation of goods in the most attractive and understandable ways to increase sales

Unit 8: Auxiliary Fashion Services

1. Bar codes – standardized symbology used on merchandise tags for electronic identification and collection of product data
2. Trade – international commerce that involves imports, exports, and exchanges of money

Unit 9: Finding Your Fashion Career

No Terminology for this unit.

Unit 10: Building a Fashion Career

1. Career – a lifelong field of employment or vocation through which people progress
2. Career path – the order of jobs worked in a person's life